DOCUMENT RESUME

ED 480 622 PS 031 518

TITLE	Preparing Children To Read and Learn: An Education Initiative of Laura Bush.
INSTITUTION	Department of Education, Washington, DC.
PUB DATE	2003-09-00
NOTE	24p.; Produced in conjunction with the White House Office of Laura Bush.
AVAILABLE FROM	ED Pubs, Education Publications Center, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free); Fax: 301-470-1244; e-mail: edpubs@inet.ed.gov; Web site: http://www.nochildleftbehind.gov.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Early Childhood Education; Federal Programs; Labor Turnover; Mentors; *Reading Readiness; *School Readiness; Teacher Education; Teacher Qualifications; Teacher Recruitment; *Young Children

ABSTRACT

Noting that teaching reading is one of the Bush Administration's top domestic priorities, this pamphlet introduces the Ready to Read, Ready to Learn education initiative of First Lady Laura Bush. The goals of the initiative are to ensure that all young children are ready to read and learn when they enter their first classroom, and to ensure that children have well-trained, qualified teachers, especially children whose families are impoverished. The pamphlet provides information on the initiative's activities in the following areas: (1) highlighting successful early childhood programs with prereading and vocabulary activities such as Reach Out and Read; (2) assisting parents and caregivers in helping their children learn, including the "Healthy Start, Grow Smart" magazine series and publications detailing prereading/reading activities for parents or prereading/reading instruction for teachers; and (3) recruiting, training, and retaining excellent teachers, including the New Teacher Project, Teach For America, Troops to Teachers, and the Transition to Teaching program. Also included in the pamphlet is information on the White House Summit on Early Childhood Cognitive Development and on the White House Conference on Preparing Tomorrow's Teachers. (Contains 21 references.) (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

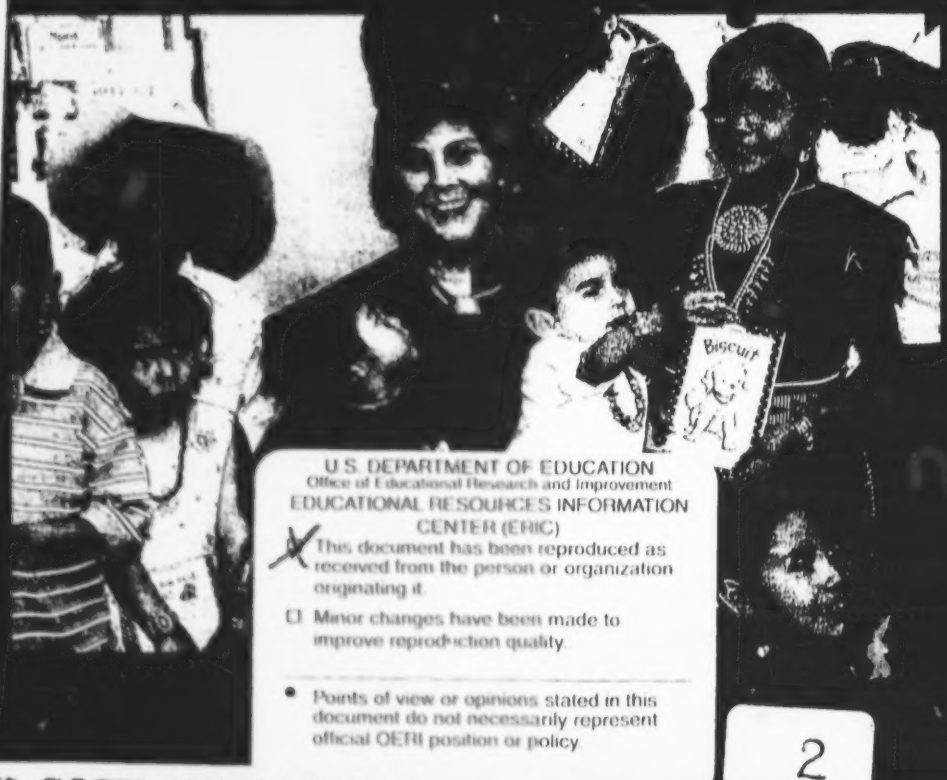
PS
PS1R
0288

ED 480 622

Preparing Children to Read and Learn

an education initiative of Laura Bush

PS 031518



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

2

Dear Friends:

As a child, I loved listening to my mother read to me. Little did I know that she was doing much more than providing comfort and entertainment; she was paving the way for my learning and success in school.

Research tells us that the early language experiences and education we provide our children shape their enthusiasm for learning, their ability to interact with others, and their success in school.

Though many children grow up in a language-rich environment, many others enter school without knowing such basics as the names of letters or how to count. For these children, reading and learning can be a struggle. If they are unable to overcome this obstacle, their inability to read will affect them for the rest of their lives. That, in turn, affects all of society.

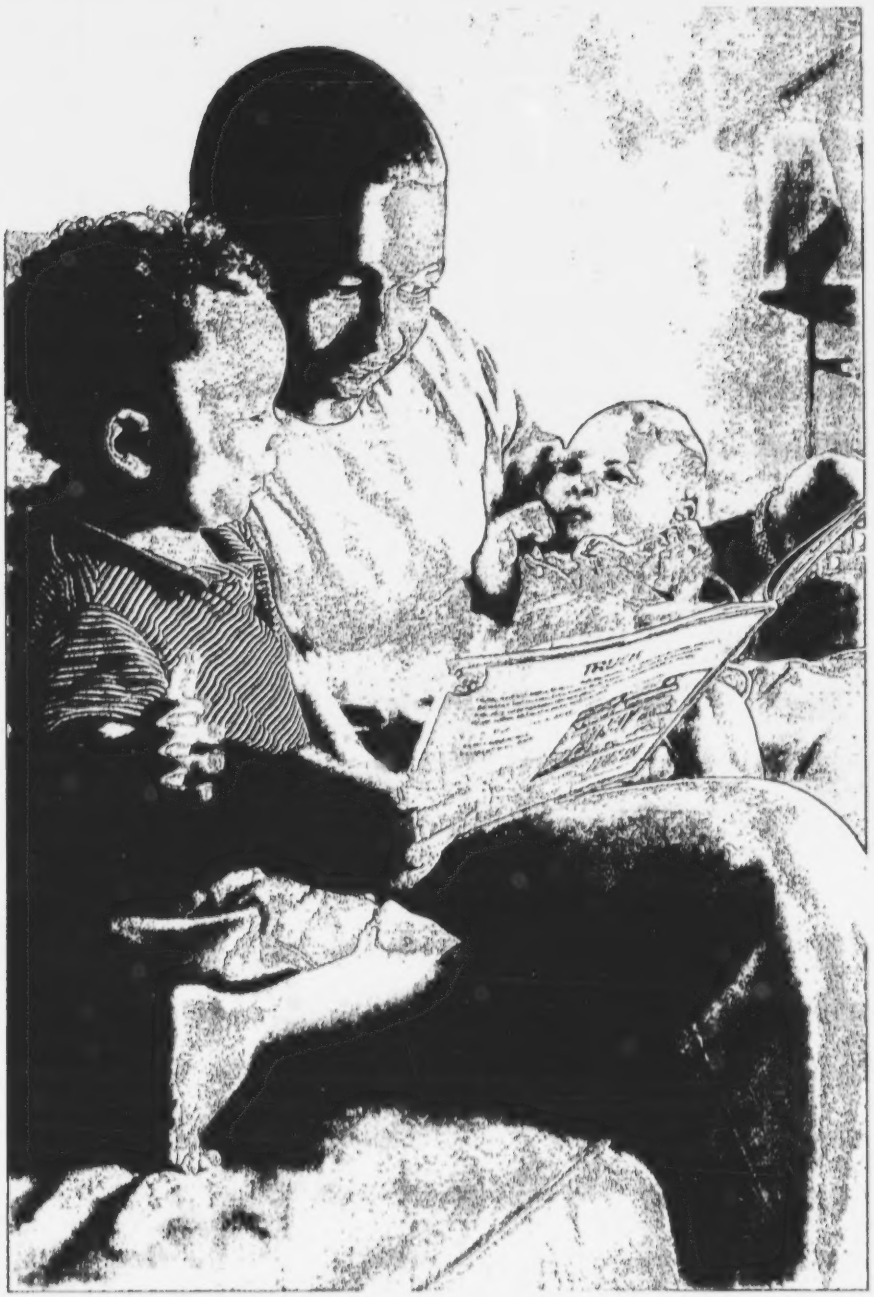
Our challenge is to reach all children early so that every child starts school with the skills needed to learn. Once they are in the classroom, the world's children deserve excellent teachers and a high-quality education.

As a mother and former public school teacher and librarian, I believe we all have a duty to help each child achieve success. And as Honorary Ambassador for the United Nations Decade of Literacy, I am pleased to join worldwide efforts to help every child in every nation learn and prepare for success in school and in life.

Sincerely,

Laura Bush

2



Ready to Read, Ready to Learn

Laura Bush understands the responsibility that parents and other adults have to help children develop strong cognitive skills in the early years so that they are prepared for school. As a former public school teacher, Mrs. Bush also knows that the quality of a child's education hinges on the quality of that child's teachers.

With this in mind, Mrs. Bush launched her *Ready to Read, Ready to Learn* initiative with two major goals:

- to ensure that all young children are ready to read and learn when they enter their first classroom; and
- to ensure that once there, children have well-trained, qualified teachers, especially children whose families are impoverished.

The *Ready to Read, Ready to Learn* initiative works to achieve these goals by:

- highlighting successful early childhood programs with pre-reading and vocabulary activities and sharing this information with parents, teachers and others; and
- recruiting and preparing teachers and strengthening teacher training for new and experienced teachers.

Teaching reading is one of America's top domestic priorities. The Bush Administration wants parents—children's first and most important teachers—caregivers and classroom teachers to have the most effective tools and information for teaching reading, the skill upon which all other learning skills are based.

Research shows that reading to children early and often is the best way to ensure success in school and in life. Children need basic skills to prepare them for learning to read. Because these skills are not developed automatically, children need help and practice through language play, sound games, reading aloud together, and talking about book characters and content.

Many children have difficulties learning to read because they did not develop the basic building blocks of language during their early years. Vocabulary knowledge, letter recognition and phonemic awareness are significant predictors of a child's ability to do well in school. For example, reading scores in the 10th grade can be predicted with surprising accuracy based on a child's knowledge of the alphabet in kindergarten.

Laura Bush believes that everyone in America should know how important basic language and reading skills are for young children. Moms, dads, grandparents and all those who care for children at some point during the day need to know about specific age-appropriate, fun activities that prepare children for learning in school.

Just as children should be ready to learn to read when they start school, teachers should be able to teach reading when they enter the classroom. Research shows which teaching methods are most effective. Teachers should learn these methods and colleges of education should teach them. Teachers need training and the resources to succeed, including:

- a thorough and up-to-date knowledge of teaching skills and subject content;
- the ability to assess student needs, including early diagnosis of reading difficulties; and
- the most effective instructional tools.

The *No Child Left Behind Act* is the greatest federal investment ever—nearly $4 billion to recruit, prepare and train teachers. The Act, passed overwhelmingly by Congress, gives schools much more flexibility to use federal funds where the local need is greatest. President Bush has charged the United States Department of Education with developing a database of the most recent and most reliable information on what works in teaching reading. Teachers and schools will have the best information available to them at the click of a mouse.

These reforms and resources are key to improving America's schools.

Initiative Summary

Mrs. Bush's *Ready to Read, Ready to Learn* initiative is an integral part of the President's education reforms. The initiative is designed to:

- highlight successful early childhood programs that teach children important pre-reading and vocabulary skills.
- give parents and caregivers information so they can help their children learn.
- help recruit and retain excellent teachers by:
  - strengthening teacher standards and teacher education programs;
  - turning out more college graduates who are well-versed in the liberal arts and solidly educated in the subjects they plan to teach;
  - enriching teacher training for new and experienced teachers; and,
  - providing mentors for new teachers and incentives to retain teachers.

BEST COPY AVAILABLE

Highlighting Successful Early Childhood Pre-Reading and Vocabulary Programs

Many children simply do not have early opportunities to develop a love for language and reading. Not having those opportunities can have devastating effects on a child's success in school. For many children, being left behind does not begin in elementary school—it begins in the years between the crib and the classroom.

The scientific research of the past decade reveals how children learn to read and how parents and teachers can enhance that process. Evidence clearly shows that parents and preschool programs can use specific age-appropriate and fun activities to help children get ready to read and ready to learn.

Laura Bush believes we can provide beneficial experiences for growing children, especially during the vital formative years. With good instruction and supportive families, children learn language through interesting conversations that are enriched by books, stories and explanations. Mrs. Bush also wants to help parents, grandparents and caregivers learn more about the science of preparing children for success in school.

The White House Summit on Early Childhood Cognitive Development

The July 2001 *White House Summit on Early Childhood Cognitive Development* was hosted by Mrs. Bush, along with United States Secretary of Education Rod Paige and United States Secretary of Health and Human Services Tommy Thompson. The conference outlined what parents, grandparents, early childhood educators, childcare providers and other caregivers can systematically do to provide children with rich and rewarding experiences during a period of child development that is marked by extraordinary growth and change.

Research tells us a great deal about the skills and knowledge children need to be prepared for success in elementary and secondary schools. Unfortunately, many homes and classrooms around the country do not have enough information to take advantage of the latest research. The development of early language and pre-reading skills is fundamental to a child's reading ability, academic success and success throughout life.

At this two-day gathering, educators, caregivers and policy-makers from across the country heard from some of America's most respected and innovative researchers in the field of early cognitive development.

Government and academic leaders as well as practitioners spoke about research-based activities for babies and children to prepare them for reading and learning. The summit continued with the latest research and ways to share information about developing strong cognitive skills in preschool programs, at home and in other venues.

Scientists talked about the infant brain and how babies seek out and acquire a tremendous amount of language information in the first year of life. Even before babies can speak, they have already figured out many of the components of language. They know which particular sounds their language uses, what sounds can be combined to create words and the tempo and rhythm of words and phrases.

Developmental science shows a strong connection between early language development and reading. Language and reading require the same types of sound analysis. The better babies are at distinguishing the building blocks

of speech at six months, the better they will be at more complex language skills at two and three years old and the easier it will be for them at four and five years old to grasp the idea of how sounds link to letters.

Children need help learning these concepts. A child will not learn the name of the letter "A," the sound an "A" makes or how to print it simply by watching adults read or by being around adults who love books. Children learn these concepts when adults take the time and effort to teach them in an exciting and engaging way.

Of course, preschool children do not need to be taught using the same methods and materials that are used with first- and second-graders. The challenge for parents, grandparents, preschool teachers or childcare providers is to develop enjoyable, educational language activities that also engage and develop children's interests, social competencies and emotional health. These goals can be met, but Mrs. Bush emphasizes a clear and equal focus on building cognitive skills.

Programs That Work

The Margaret H. Cone Center

The Margaret Cone Center, a Head Start program located in one of Dallas' poorest neighborhoods, uses a curriculum called the Language Enrichment Activities Program (LEAP). This program is rich in pre-reading and vocabulary development activities—activities that are fun for children and cultivate skills that are known to contribute to success in school. After this language-rich program was introduced in 1994, achievement levels soared for children who moved on from the Cone Center to the local public school. Programs like the Cone Center are models for America that other early childhood programs can follow.

Reach Out and Read

Reach Out and Read (ROR) makes early literacy a standard part of pediatric primary care. Pediatricians encourage parents to read aloud to their young children and give books to parents to take home at all pediatric check-ups from six months to five years of age. Volunteers in clinic waiting rooms read aloud to children, showing parents and children fun techniques for using books together. Parents hear repeatedly that reading aloud is the most important thing they can do to help their children love books and reading and to start school ready to learn.

Reach Out and Read is a nonprofit organization founded in 1989 at Boston Medical Center (formerly Boston City Hospital), through a collaboration of pediatricians and early childhood educators. With both public and private funding, the ROR National Center provides start-up and sustainability funding for books, as well as training and technical assistance to ROR programs across the country.

Assisting Parents and Caregivers in Helping Their Children Learn

All parents need to know how important it is to read to their babies and to encourage children to play with books in the five or six years before kindergarten. Research on language acquisition and brain development shows that the groundwork for reading is laid from the day a child is born. The resources described below may be helpful.

Healthy Start, Grow Smart

The *Healthy Start, Grow Smart* magazine series provides parents with critical information about the early development, health, nutrition and safety needs of babies and toddlers.

Mrs. Bush initiated a similar effort in Texas and is now sharing this same helpful information with new parents across the country. The magazine outlines activities that stimulate infant brain development—and build skills that children will need once they start school. Ideas are included for fun, age-appropriate activities that center around reading, language and learning.

These magazines, printed in English and Spanish, are available every month for the first 12 months of a baby's life. They are given to new mothers who might not otherwise have access to this vital information. Local family assistance clinics (Special Supplemental Nutrition Program for Women, Infants and Children, or WIC) and state health and human services agencies will provide the magazines, and the entire series will be available on the White House Web site at www.whitehouse.gov/firstlady/.

Put Reading First

Mrs. Bush spotlighted two publications at the Regional Summit on Early Childhood Cognitive Development in Cincinnati, hosted by the Ohio, Indiana and Kentucky State Departments of Education. This conference and several other regional conferences were designed to bring together educators, leaders, researchers and policy-makers in the area of early childhood cognitive development to present the proven, research-based

strategies parents and teachers can use to promote learning readiness among young children.

The first publication, *Put Reading First: Helping Your Child Learn to Read* (preschool through third grade), offers information about pre-reading and reading activities that are proven to help children successfully learn to read.

The second publication, *Put Reading First: The Research Building Blocks for Teaching Children to Read* (kindergarten through third grade), puts research-based approaches for effective pre-reading and reading instruction into an easy-to-use format for teachers.

Both publications are the work of the Partnership for Reading, a collaboration of the United States Department of Education, the National Institute for Literacy, and the National Institute for Child Health and Human Development. You can find the publications on the Web at www.ed.gov/nclb/landing.jhtml/.

Teaching Our Youngest

Prepared by the Early Childhood-Head Start Task Force, the United States Department of Education and the United States Department of Health and Human Services, *Teaching Our Youngest* is a guide to early childhood learning that outlines the steps educators and caregivers can take to help ensure strong cognitive development and strong social and emotional development of children. This booklet draws from scientifically based research about what can be done to help children develop language abilities, strengthen vocabulary, become familiar with books and other printed materials, learn letters and sounds, recognize numbers and learn to count.

Teaching Our Youngest acknowledges the important role preschool teachers, childcare providers and family members play in the lives of young children and offers concrete examples for use in daily activities. Through specific demonstrations, teachers can learn simple strategies to nurture the natural curiosity of children and their zest for learning while incorporating cognitive development and early literacy activities into daily routines. This publication is available on the Web at www.ed.gov/teachers/how/early/teachingouryoungest/.

BEST COPY AVAILABLE

The Early Childhood-Head Start Task Force has also compiled a list of simple ways parents and caregivers can help their children grow and develop the skills that will help them succeed in life. Titled *7 Super Things Parents and Caregivers Can Do*, the list offers these tips:

1. Talk often with your children from the day they are born.
2. Hug them, hold them and respond to their needs and interests.
3. Listen carefully as your children communicate with you.
4. Read aloud to your children every day, even when they are babies. Play and sing with them often.
5. Say "yes" and "I love you" as much as you say "no" and "don't."
6. Ensure a safe, orderly and predictable environment, wherever they are.
7. Set limits on their behavior and discipline them calmly, not harshly.

Recruit, Train, and Retain the Best and Brightest Teachers

Dedicated teachers inspire students to achieve their greatest potential, and they deserve our thanks and support. While many wonderful teachers are already at work in United States schools, America will need more than two million new teachers over the next decade, and that means we must provide more opportunities and incentives for people to become teachers. Mrs. Bush calls on college students, professionals and military retirees to bring their talents and experience to classrooms across the United States, especially in inner-city public schools where the need is greatest.

Most high-achieving students are not enrolling in United States colleges of education. On average, those who do enroll have lower verbal and math scores than their peers in other fields of study. Studies show that teachers with higher standardized test scores leave teaching at much higher rates than those with lower scores.

Mrs. Bush supports programs that draw teaching candidates from nontraditional sources, such as:

- **Teach For America**—which recruits excellent students from United States colleges and universities to teach in inner-city and rural schools;
- **The New Teacher Project**—which matches talented, mid-career professionals with schools having the greatest need;
- **Troops to Teachers**—which recruits retired service men and women for the classroom; and
- **Transition to Teaching**—which helps states and school districts, through a federal program, fund innovative teacher recruitment programs at the local level.

BEST COPY AVAILABLE

Teach For America

Teach For America recruits a national corps of recent college graduates from all academic majors to commit two years to teaching in schools where they are needed most. Corps members receive an intensive five-week training program, where they gain experience teaching and are guided by veteran educators.

Teach For America was officially launched in 1989. During its first year, 2,500 men and women from more than 100 colleges applied to the program. Since then, more than 6,000 Teach For America corps members have taught nearly one half million children.

Each year, more than 1,500 Teach For America corps members teach more than 100,000 students at 15 locations across the country: Atlanta, Baltimore, the San Francisco Bay Area, Chicago, Houston, Los Angeles, Mississippi, New Jersey, New Orleans, New York City, North Carolina, Phoenix, the Texas Rio Grande Valley, rural Louisiana and Washington, D.C. More information on this program can be found on the Teach For America Web site at www.teachforamerica.org/.

The New Teacher Project

The New Teacher Project works with school districts, state departments of education and universities to recruit, select, train and support outstanding new teachers from many different professional backgrounds. The focus of the project is getting the nation's top minds to commit to improving public education through teaching. Using innovative recruitment techniques, the project attracts high-achieving individuals who want to make a difference in the lives of children. By providing these individuals with training and preparation, The New Teacher Project helps ensure the success of participants once they reach the classroom.

Project partners include school districts in New York City; Washington, D.C.; San Jose, California; Denver, Colorado; Kansas City, Kansas and Missouri; Baton Rouge, Louisiana; and Duval County, Florida. Through these partnerships, the program has helped attract and prepare more than 2,600 new, highly qualified teachers, launched almost 20 programs in 10

states, and developed 10 training institutes. For more information on this program, visit The New Teacher Project Web site at www.thenewteacherproject.org/.

Troops to Teachers

Troops to Teachers was developed through the United States Departments of Defense and Education to help former and retiring military and civilian Department of Defense personnel start new careers as teachers. Since the program started in January 1994, nearly 4,000 service members from all branches of the military have entered the teaching profession.

Troops to Teachers candidates are men and women who have served their country and want to do more for the next generation. The program recruits retired military personnel whose experience, maturity and strength of character can make a real difference in the classroom. About 86 percent of the Troops to Teachers recruits are men; 33 percent are minorities; 28 percent teach math and science; and most teach in schools attended by at-risk children.

President Bush promoted and signed legislation that boosted funding for the Troops to Teachers program from $3 million in 2001 to $18 million in 2002. And he proposed further improving funding for this program to $25 million in fiscal year 2004. More information on this program can be found on the Web at www.proudtoserveagain.com/.

Transition to Teaching

The Transition to Teaching program supports partnerships to recruit, train and place highly qualified, mid-career professionals and recent college graduates in America's classrooms. Authorized by the landmark *No Child Left Behind Act of 2001*, the program provides grants to recruit and train college graduates whose degrees are not in education and place them in schools that need them most. Transition to Teaching supports these new teachers during their first year in the classroom. The program offers competitive, five-year grants to state and local education agencies, educational service agencies and nonprofit organizations.

BEST COPY AVAILABLE

The grants may be used for scholarships, stipends, bonuses, and other financial incentives; training and support activities; and for developing, recruiting, and retaining teachers.

Transition to Teaching was allocated $42 million in fiscal year 2003, and President Bush's fiscal year 2004 budget would boost funding to $49 million. More information on this program is provided on the United States Department of Education Web site at www.ed.gov/programs /transitionteach/index.html/.

Teacher Training Enrichment

New elementary school teachers sometimes find themselves standing at the head of a classroom and realizing that they have no idea—practically speaking—how to teach children to read. Some of those same teachers don't have a well-developed, deep understanding and knowledge of the subjects they teach.

Tragically, children most in need—students in inner-city and rural schools—are least likely to have teachers who are best prepared to help them. For example, 40 percent of math teachers in high-poverty schools neither majored nor minored in math-related fields, compared to 28 percent in low-poverty schools.

Studies of teachers right out of college show that many are not prepared for the challenges of today's classrooms. In one study, less than 36 percent surveyed said they felt "very well prepared" to teach and help their students meet performance standards. Less than 20 percent said they felt prepared to meet the needs of diverse students or those with limited English proficiency.

New teachers also report that even after they realize their shortcomings, they are frustrated in their attempts to find training that will help them become better teachers.

Mrs. Bush believes that our obligation to our teachers is as clear and strong as our obligation to America's children—to ensure that children are taught by teachers who not only bring love, compassion and dedication to their profession, but who also have:

- a deep and up-to-date knowledge of the concepts and subjects they are teaching; and
- the ability to assess each student's academic strengths and weaknesses and to apply the most effective instructional methods, strategies and materials to meet that student's learning needs.

White House Conference on Preparing Tomorrow's Teachers

Mrs. Bush hosted the *White House Conference on Preparing Tomorrow's Teachers* on March 5, 2002. The conference brought together university and business leaders, education advocates, teachers unions, public policy organizations and foundations from across the United States.

The presenters focused on two major areas of teacher instruction: teacher preparation at colleges of education and professional development for experienced teachers.

While some schools of education keep abreast of scientific research on teaching and learning, others do not. As a result, not all prospective teachers are benefiting from valuable and current information about what to teach, how to teach, how to monitor student progress and how to help students who are falling behind.

Experts at the White House conference said many teachers complain that their college education programs barely scratched the surface on these important areas and provided only limited hands-on experience in a real public school setting.

These issues can be resolved. Research shows what teaching methods are most effective. Colleges of education should teach these methods, and every teacher should know them.

The *No Child Left Behind Act*

President and Mrs. Bush want every classroom in America to have a qualified teacher, which calls for a national investment in training and retaining excellent teachers.

In January 2002, President Bush signed a historic piece of legislation called the *No Child Left Behind Act* , which was overwhelmingly passed by Congress. This new law gives schools greater flexibility to use federal funds where the local need is greatest: to recruit new teachers, to improve teacher training, or to raise teacher pay.

President Bush's proposed budget for fiscal year 2004 reflects these needs by calling for nearly $4 billion for programs and initiatives dedicated to teacher quality—an increase of $1.1 billion, or 42 percent, since the President took office.

References

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, MA: The MIT Press.

Carvell, N. (2003, March 6). *Head Start: Improving results for children.* Testimony of Nell R. Carvell. Hearing before the Subcommittee on Education Reform. Committee on Education and the Workforce. United States House of Representatives.

Denton, K. & West, J. (2002). *Children's reading and mathematics achievement in kindergarten and first grade.* Washington, DC: U.S. Department of Education.

Feldman, S. (2002, March 5). Shaping our future. Presentation given at the *White House Conference on Preparing Tomorrow's Teachers.* Washington, D.C.

Gopnik, A., Meltzoff, A., & Kuhl, P. (2001). *The scientist in the crib.* New York: Harper-Collins.

Hallinan, M.T., & Khmelkov, V.T. (2001). Recent developments in teacher education in the United States of America. *Journal of Education for Teaching, 27*(2): 175-185.

Kuhl, P.K. (2001, July 26). Born to learn: Language, reading, and the brain of the child. Presentation given at the *White House Summit on Early Childhood Cognitive Development.* Washington, D.C.

Kuhl, P.K., Williams, K.A., Lacerda, F., Stevens, K.N., & Lindblom, B. (1992). Linguistic experience alters phonetic perception in infants by 6 months of age. *Science*, 255: 606-608.

Lonigan, C.J., & Whitehurst, G. J. (1998). Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. *Early Childhood Research Quarterly, 13*(2): 263-290.

National Center of Educational Statistics. (1996). Are high school teachers teaching core subjects without college majors or minors in those subjects? *Issue Brief, April 1996.* Washington, D.C.: U.S. Department of Education (NCES 96-839).

National Center of Educational Statistics. (1999). *The Condition of Education, 1999*. Washington, D.C.: U.S. Department of Education (NCES 1999-022).

National Center of Educational Statistics. (2001). *The Condition of Education, 2001*. Washington, D.C.: U.S. Department of Education (NCES 2001-072).

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.*

Neuman, S.B. (1996). Children engaging in storybook reading: The influence of access to print resources, opportunity, and parental interaction. *Early Childhood Research Quarterly, 11*(4): 495-513.

Rayner, K., Foorman, B.R., Perfetti, C.A., Pesetsky, D., & Seidenberg, M.S. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest, 2*(2), 31-74.

Scarborough, H.S. (1998). Early identification of children at risk for reading disabilities: Phonological awareness and some other promising predictors. In B.K. Shapiro, P.J. Accardo, and A.J. Capute (Eds.), *Specific reading disability: A view of the spectrum* (pp. 77-121). Timonium, MD: York Press.

Snow, C.E., Burns, M.S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.

Stevenson, H.W. & Newman, R.S. (1986). Long-term prediction of achievement and attitudes in mathematics and reading. *Child Development,* 57: 646-59.

Storch, S.A., & Whitehurst, G.J. (2002). Oral language and code-related precursors to reading: Evidence from a longitudinal structural model *Developmental Psychology, 38*: 934-937.

Whitehurst, G.J., Arnold, D.S., Epstein, J.N., Angell, A.L., Smith, M., & Fischel, J.E. (1994). A picture book reading intervention in day care and home for children from low-income families. *Developmental Psychology, 30*(5): 679-689.

Whitehurst, G.J., & Lonigan, C.J. (2002). Emergent literacy: Development from pre-readers to readers. In S. Neuman & D. Dickinson (Eds.), *Handbook of Early Literacy Research* (pp. 11-29). New York: Guilford.

Preparing Children to Read and Learn

The White House
Office of Laura Bush

United States Department of Education
Rod Paige
Secretary

September 2003

This report is in the public domain. Authorization to reproduce it in whole or part is granted. While permission to reprint this publication is not necessary, the citation should be: United States Department of Education, *Preparing Children to Read and Learn*, Washington, D.C., 2003.

Photographs on Pages 2 and 12 of this report are used by permission of the Texas Department of Health.

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

PS 03151 8